DOCUMENT RESUME

ED 095 074 SO 007 708

AUTHOR	Saad, Geti, Comp.
TITLE	Selected Bibliography and Abstracts of Educational Materials in Pakistan, Vol. 7, No. 1, 1973. Period Covered, January-March 1973.
SPONS AGENCY	National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
REPORT NO	TT-73-53000-01
PUB DATE	73
NOTE	54p.; Related documents are ED 086 568 and 579; SO 007 659 and 660
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	Adult Education; *Annotated Bibliographies; Comparative Education; Curriculum Development; *Educational Administration; *Educational Finance; Educational Objectives; *Educational Policy; *Educational Research; Teacher Education; Womens Education
IDENTIFIERS	*Pakistan

ABSTRACT

This annotated bibliography lists 105 entries of selected educational materials in Pakistan covering the period January-March 1973. The materials are organized into 27 categories as listed for related document ED 074 847. A special section is added on education policy. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. An author index is included. (KSM)

ED 095074

BEST COPY AVAILABLE

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TT 73-53000/01

SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

IN PAKISTAN

Vol. 7 No.1, 1973.

Period Covered

January — March 1973

SE 007 708

Compiled for the Office of Education, U.S. Department of Health, Education and Welfare, and the National Science Foundation, Washington, D.C. by Mrs. Geti Saad.

C O N T E N T S

	Page
Administration, Organization and Financing of Education.	1
Adult Education.	3
Childhood Education.	4
Comparative Education.	5
Curriculam	5
Development of Education	7
Education Goals.	7
Education Planning	10
Elementary and Secondary Education. ...	11
Examinations	11
Extra — Curricular Actitivies.. ...	14
Higher Education	16
History of Education	21
Languages, Teaching of	22

Libraries. 22

Literacy. 23

Philosophy of Education. 25

Psychology. 26

Science Education. 28

Sociology. 28

Students' Problems. 29

Teacher Education. 30

Teachers. 30

Teaching Method and Media. 36

Technical Education. 36

Textbooks. 37

Women's Education. 37

General. 38

Special Section — New Education Policy ... 41

Writers' Index 49

*****

ADMINISTRATION, ORGANIZATION FINANCING OF EDUCATION

1. AHMED, Rafique. Nationalized Schools --- Dawn (Karachi) January 1, 1973.

It is reported that the Government has increased the supervisory staff at the district level for the expeditious disposal of the work relating to the nationalized schools, but the situation does not seem to have improved in the least. Proper attention is not being paid to solve even the routine problems, and the responsibility is shifted to the higher officers who are already busy with other problems. Contingency Funds have not been provided to some primary schools.

Head Masters of these schools have been instructed to admit more students in spite of the lack of necessary facilities, such as furniture, teachers, and additional accommodation. All this has lead to a deterioration in the existing standard of education which is already low. In rural areas where normally there are not more than two teachers in each school, vacancies arising out of transfer of teachers remain unfilled for months, and the effected school has to do with only one teacher.

2. HAIDER, Masood. A Milestone in Student Struggle --- Morning News (Karachi) January 11, 1973.

Shortage of teachers was felt in the colleges after the nationalization of private colleges in the province. The reasons were many. After nationalization many part-time teachers, who were also working elsewhere, had to leave. Then, many teachers who used to teach in two shifts of a college are now allowed to work only in one shift. Many teachers have retired, and many have left because of other preoccupations. The Government has been asked either to allow the Directorate of Colleges to make ad hoc appointments or form a pool of rotating teachers who may fill the vacancy whenever it occurs, without any delay, thus saving a lot of time and trouble both for the students and the Directorate.

3. HASNAIN, Mustafa. Qaumi Tehveel Mein Liye Janey Waley Idarey (Nationalized Educational Institutions) --- Jang(Karachi) January 13, 1973 (U).

Although one hundred and twenty days have passed since the nationalization of educational institutions, the teachers and students are still face to face with a number of problems. Many teachers do not know whether they will be retained or not. The authorities know that if the terms and conditions in private educational institutions were satisfactory,

the question of nationalizing these institutions would not have risen and the teachers would not have given their full support to the new scheme of education.

The teachers have not yet received their provident fund. Teachers belonging to Commerce subjects were assured through newspapers, radio, and television that all part-time teachers in this faculty would continue. But the authorities have failed to keep their promise. The students are also suffering because of the acute shortage of teachers.

4. KALIM, M. Siddiq. Admission to Educational Institutions --- Pakistan Times (Lahore) January 14, 1973.

Admission to educational institutions has become areal problem for the students. There has been a rapidly growing demand for education which the available facilities have failed to satisfy. Some special schools have devised admission tests with a view to judging the intelligence and general background of young children seeking admission. The process heavily discriminates in favor of the well off sections of the community. The merit system of admission is not very reliable. Today, however, when our examination system has almost broken down, the marks obtained by a student in a test do not correctly indicate his ability and learning. The previous method of merit(marks obtained) and interview was discarded at one stage, because it was felt that the interview was sometimes used as a back door for admission to some institutions. The admission to Post-graduate classes still follows a combination of the old and the new methods, that is, a combination of a written test, "viva-voce," and weightage for the marks obtained in the subject in which the admission is sought.

5. MUGHNI, Rehana. Pakistan Mein Ta'aleem Ka Nazm-o-Nasq (Educational Administration in Pakistan) --- In: Mubadiyaat-e-Ta'aleem, 123-133. Karachi, Kifaiyat Academy. 1971 (U).

Educational objectives cannot be achieved in full if the educational administration is ignored. The quality of education greatly depends on the administration. This administration has three important factors: education, administrative setup, and the system of examination. So far as education and administrative setup are concerned, they are controlled by the directorates of education which are under the supervision of the provincial education secretaries. Examination at secondary and higher secondary level are conducted by separate boards of education. The universities are responsible for education, administration and examination as far as higher education is concerned.

There is a brief discussion of the educational structure down from the central education ministry. The powers, duties, and responsibilities of the various bodies are given. The structure of the boards of secondary education is also explained.

ADULT EDUCATION

6. KHANZADEH, Kafeel Ahmed. Ta'aleem-e-Baleghan (Adult Education) --- Jang (Karachi) March 3, 1973 (U).

The adult education movement recently started in the province of Sind has achieved remarkable success. The success of the first stage of the movement means that the number of illiterates will come down from ten million to six hundred thousand by 31 October 1973. It is also gratifying to note that the Government is paying serious attention to adult education and believes that unless our country achieves a high literacy percentage, our development plans will come to nothing. It is against this background that the Government has decided to open ten thousand centers for adult literacy and one People's University. It is hoped that our educated class will cooperate with the Government in the work of reducing the number of illiterates.

7. RAHMAN, Qazi Abdur. Ta'aleem-e-Baleghan (Adult Education) --- Mashriq (Karachi) January 5, 1973 (U).

According to latest statistics, the number of adult illiterates in Pakistan stands at almost fifteen million. The Central Government has planned to educate five hundred thousand adult illiterates this year, and for this it would need thirty thousand educated and trained individuals. Thanks to illiteracy, the farmers are ignorant of modern techniques of cultivation. In order to reduce the percentage of illiteracy, Pakistan should follow the example of Iran where literacy Corps have done wonderful job.

In Baluchistan alone, the number of illiterates has been estimated at one hundred thousand. If we are to educate them, we would need five thousand teachers at the rate of one for every twenty individuals. At the moment, there are 94 High Schools and 8 Colleges in Baluchistan. We can easily collect five thousand teachers from these institutions. Students belonging to these schools and colleges remain free for at least two months during summer vacation each year. They can be easily employed on nominal pay for this period and sent to rural areas of the province.

CHILDHOOD EDUCATION

8. FAROOQI, Ibadullah. Ta'aleem Mein Pas Mandegi Kay Asbaabo Ilal --- (Reasons of Backwardness in Education) --- Ta'aleem-o-Tadrees (Lahore) 6(2): 15-25 - January, 1973 (U).

The responsibility for the education of children lies on the school and parents no less than the state and the government. Fortunately, now we have active participation from the government in the discharge of this responsibility. However, the chief reason for the present ineffective education is the lack of cooperation and coordination between the school and the home. The breach between the parents and the teachers must be closed. The article discusses in detail how to make these two important elements of child education work together for the benefit of the future generations.

The suggestions for removing the educational backwardness of children are: 1) the school should have a living environment, and 2) the education and training of children should be appropriate to their age and mental capacities.

9. RAUF, Abdur. Bachchon Ki Zehni Sehat (Mental Health of Children) --- Ta'aleem-o-Tadrees (Lahore) 6(2): 1-14. January, 1973 (U).

Children have a very impressionable mind, and every experience leaves its mark on it. They are, naturally, most impressed by what happens at home and school. In fact, a child is made or unmade by these two institutions. When the child of five or six comes to school, his development both physical and mental, is influenced by school. Appropriate training and education, together with a regulated life and proper guidance help in the healthy growth of children. Otherwise the same children will become a menace to the society in future.

The main object of education is to prepare children for the future by imparting education that would insure their economic future and make them good citizens. This object can be achieved only when the children develop a sound mind. The subject of mental training is discussed in detail under the headings: 1) the personality and character of the teacher; 2) curriculum and method of teaching; and 3) recreation and social occupations.

COMPARATIVE EDUCATION

10. AJMAL, Mohammed. University Without Walls --- Pakistan Times (Lahore) March 25, 1973.

The best things that has happened to education in Britain during the last four years is the establishment of the Open University. Scholars of all disciplines assemble there to prepare special courses for people who have neither time nor requisite qualification to enrol themselves in a regular university. In addition to correspondence courses, which form the basis of instruction, there are excellent TV programs designed for the Open University students.

The relationship between the Open University and its students is not impersonal and tenuous. Every student has a counseler whom he meets quite frequently. The counseler helps the student in every possible way. The counseler has sometimes to devote several days to his groups and this intensive contact generates greater alertness of the critical faculty of the students.

The nature of the Open University has compelled scholars working in it, to realize one of the dreams of all educators. The dream is to develop an inter-disciplinary approach. Though sheer physical proximity, the teachers of this institution have to discuss and devise ways of relating each to the other.

CURRICULUM

11. KALIM, M. Siddiq. Syllabi and Courses of Reading --- Pakistan Times (Lahore) January 28, 1973.

At the initial stage, young children must be taught through their mother tongue. The people of the Punjab should use their mother tongue as the medium of instruction at least at this level, particularly when the other provinces are doing so. This is the only way of creating love of the land. A scientific approach to the question of nationalism does not involve a conflict between the love of the province or the region and that of the country. At this level, therefore, the young children be taught their own language, simple arithmetic, geography, and history of their region.

Text book should be prepared by the working teachers who have the necessary background for this work. At the basic level use should be made at verbal as well as visual symbols to put across simple factual knowledge. At the secondary level, the idea of giving instructions

consists in teaching them the basic knowledge of sciences in an elementary manner. At this stage we may also teach them the national language and the English as an international language. The teaching can further be supported by the use of radio recordings, still pictures, motion pictures and various exhibits. The Matriculation stage should prepare the students for skilled jobs.

12. SIDDIQ, Yaseen. Hamarey Bachchoy Aur Tareekh-e-Pakistan (Our Children and History of Pakistan) --- Akhbaar-e-Khwateen (Karachi) March 10-16, 1973 (U).

There is a growing realization that the present curriculum does little to inform our children how Pakistan came into being and what were the aims for carving out a separate state for the Muslims of the Subcontinent. This subject has to be taught from the primary stage in order to impress upon the minds of the children the background of the movement launched by their forefathers. Not only that the Educational Board should prepare separate textbooks on this subject for both primary and secondary stage, but also the parents should keep their children informed of the historic emergence of Pakistan on the map of the world. It is also suggested that this subject be taught in the higher stages, because it is due to the ignorance of our history that we have not yet succeeded in achieving our desired goals.

13. ZAFAR, Abdur Rauf. Hamara Ta'aleemi Nisaab Aur Ghair Mulki Maherein (Our Curriculum and Foreign Experts) --- Mashriq (Karachi) February 4, 1973 (U).

We have failed to prepare and produce, during the last twentysix years, any curriculum that can be regarded as fit and useful for our social and economic values. That is the reason why our education system has failed to fight against social inertia in our country. Till recently, the material for our books used to be copied from foreign sources. Various Committees were set up to reorientate our curriculum but with no results. Now the Government has formulated a new plan to make education more realistic and practically useful. The curriculum would be rid of the virus of foreign ideologies and propaganda. It should be borne in mind that in view of the changes in our economy and society, a progressive curriculum is needed for moulding the mind of our new generation. Continued research on our curriculum is also the need of the time.

DEVELOPMENT OF EDUCATION

14. KHAN, Fazal Muqeem. An Appraisal of Education in Pakistan --- In: Pakistani Youth at the Cross-Roads, 108-117. Karachi, Oxford University Press. 1972.

In 1947 at the time of independence, Pakistan had a choice to select an educational system suitable to its requirements and aspirations and to adopt a new educational philosophy to meet national aspirations, Many suggestions were put forward in this connection. Unfortunately, no one showed the will to evolve an educational system suited to new conditions and changed times. We stuck to the system inherited from the British with a few new institutions and educational facilities.

A historical appraisal has been made of the education scene in Pakistan, and the Report of the Commission on National Education, 1959, and the New Education Policy 1970 have been briefly discussed. At the end certain suggestions have been given on such topics as: 1) hostility between different types of schools; 2) reliance on foreign ideals; 3) eradication of inefficiency; 4) planning in higher education; and 5) teachers.

EDUCATION GOALS

15. JAMALUDDIN, J. The Generation Gap Can Be Bridged --- Morning News (Karachi) January 18, 1973.

A total change in the whole academic setup and the syllabi is imperative before we can hope to usher in a new era in education. The emphasis should be on the spread of real knowledge and not on the distribution of degrees. Mere increase in the literacy percentage is of no use to the individual or the society. A short course on the Pakistan Movement must be included in the National Service Scheme. It is disgraceful that many educated youths have little knowledge of their own history and of the people's struggle.

There is nothing basically wrong with the youths of today. The fault lies in the environment in which they were brought up. Sincere efforts should also be made to bring about complete harmony between the young and the old. A lot of energy is being wasted on the unproductive discussion on the absurd topic of "generation gap."

16. KHAN, Fazal Muqeem. Education and Its Aims --- In: Pakistani Youth at the Cross-Roads, 102-104. Karachi, Oxford University Press 1972.

The quality of youth in any society reflects the degree of excellence of its education, training, and upbringing. Formal education, training, and other activities connected with the nurturing of the young were always taken as part of education as a whole. Our traditional concept of education covered all these three aspects. However, with the introduction of alien education system these aspects began to be classified under different categories. For us, therefore, the aim of education is the full development of man, not part development. The purpose of education should be to develop an individual in order to enable him to contribute the maximum and the best of whatever he is capable of to the society.

The aims and objects of education are comparatively easy to understand and lay down. But the real problem is to translate them into specific tasks and implement them. The implementation is the responsibility of every society. Our own history provides us practical answers.

17. KALIM, M. Siddiq. Education and National Development --- Pakistan Times (Lahore) December 31, 1972.

We have enough of higher education in this country in terms of both scope and resources. It is true that much of our higher education is lacking in purpose and direction, but the best of what we have is comparable to the best anywhere else in the world.

Opportunities of higher education should be opened only to the really deserving students who have a scientific attitude and a real thirst for knowledge. They should be allowed to undertake independent, useful research to advance the frontiers of knowledge. Our colleges and universities should thus become the centers of learning and research in the true sense.

Apart from other socio-economic factors touching the educational system, this involves the use of our own national languages as the medium of instruction, because no worthwhile creative activity and research is possible in a foreign language. Similarly, we must give up the habit of dependence on foreign qualifications. Unless we make the existing store of modern knowledge our own through translations and add to it by our own research and creative thought, we cannot hope to make any advance in the technological, industrial and socio-economic fields.

18. KHURSHEED, Abdus Salam. Berozgari Talaba Ki Bechaini Ka Bunyadi Sabab Hai (Unemployment is the Basic Reason of Student Unrest) --- Mashriq (Karachi) March 16, 1973 (U).

The main cause of unrest and frustration among the students is their failure in getting an appointment after the completion of their studies. The remedy is not to set up new universities and new colleges, and to multiply the number of graduates. The remedy is to adapt the system of education to the resources of employment available.

The new educational policy has many good features, but no effort has been made to adapt the policy to employment opportunities. At the moment every student aspires for higher education, and when he fails in this venture he falls a pray to frustration and all its concequences. Only careful planning of education from the matriculation level can improve the situation.

19. SIDDIQI, Shaukat. Hamara Ta'aleemi Nisaab Aur Qaumi Taqazey (Our Curriculum and National Needs) --- Mashriq (Karachi) January 24, 1973 (U).

The ideological state of Pakistan came into being with new aspirations and needs but the system of education remains the same. Our educationists who prepare the curriculum have miserably failed to change the system according to our needs. During these twentyfive yoars, many changes have occured in our society. But the standard of education has been on the decline. Now our children go to educational institutions with only one motive: to make money after becoming graduates.

It is true that the new education policy has introduced many reforms. Yet it has failed to overhaul the basic structure of the education system. Efforts should also be made to make the masses interested in reading books. Their reading habits should be changed. Unless our experts evolve an effective and workable system, we will not achieve the targets we have set for national development.

20. Ta'aleem, Asateza Aur Nai Nasl (Education, Teachers and New Generation) --- Nawai Waqt (Lahore) March 5, 1973 (U).

The present Government have brought about really far-reaching changes in the educational sector, but it should also be noted that the education that is being imparted to the new generation is shallow and purposeless. Although the teachers have been given better grades and better service conditions, they are not exerting themselves to build and develop the minds of the students. On the other hand, the students

who are enjoying the facilities provided by the government under the new policy are paying little attention to their studies.

Pakistan is an ideological state, but neither the students take interest in religion, nor the present syllabus lays due emphasis on religious education. It is now imperative to change the present syllabus and to make the teachers feel more responsible in the discharge of their duties.

EDUCATION PLANNING

21. AHMAD, Nawaz. Naqis Ta'aleemi Policy Aur Berozgari (Defective Education Policy and Unemployment) --- Mashriq (Karachi) January 8, 1973 (U).

Educated unemployment in the country has grown to stupendous proportions. The reasons are as follows: 1) the system of education in our country is not well-planned; and 2) most of the students are shy of acquiring technical education. The efforts to raise the percentage of literacy will succeed only if employment opportunities are expanded. This can be done only if the present system is reoriented and revolutionized.

The new education policy announced by the Government holds out many promises, but unfortunately it does not give much importance to scientific and technical education. It is, therefore, suggested that in order to remove the curse of unemployment from our society, technical education should be made cheaper, if not free.

22. KALIM, M. Siddiq. Education and National Development --- Pakistan Times (Lahore) January 7, 1973.

Education is an economic investment and a tool of development. The developed countries spend more on education than the developing ones, because the latter find it difficult to allocate really necessary funds to education and also because their needs for skills are comparatively limited.

We should evolve our own education system. The Pakistani educational pyramid is top-heavy and does not rise from the real and the practical to the abstract and the conceptual. It is, therefore, wasteful, ridden with confusion, and directionless.

This is actually the question of building the educational pyramid on right lines. We have ignored primary education in this country and have never laid a solid basis of educational development. All available statistical data show that less than 20 per cent of one-year age group reaches class V. Thus we build our pyramid for the benefit of only 20 per cent or less of the population. This is a colossal wastage of human and national resources which a poor country like ours cannot afford. We must aim at 100 per cent literacy through basic primary education. Adult education should also be organized on an extensive scale for the benefit of the majority of the people. We must also restrict our higher education sector and raise the standard of education.

ELEMENTARY AND SECONDARY EDUCATION

23. MALIK, Muzaffar Hasan. Sanuvi Ta'aleem Ki Tanzeem Ka Mas'ala(Problem of Organization of Secondary Education) --- Imroz (Lahore) February 7, 1973(U).

In almost all the educational institutions in the developed countries, each teaching period is of fiftyfive minutes duration, and five minutes are allowed for change over. If this division of time is adopted in our educational institutions, the number of periods and the number of teachers will be greatly reduced. So far as the division of compulsory and optional subjects is concerned, this is made with an eye to the burden of examinations. This is wrong. The division of subjects should be made according to the different profession that the students choose. Ours is an agricultural country. So, agricultural education should be made compulsory in all the schools that are located in the rural areas. The need of the time is to adapt our system of education to the economic needs of the country.

EXAMINATIONS

24. AKBAR, Mohammed. Examinations --- Pakistan Times (Lahore) February 21, 1973.

It is argued that internal evaluation, coupled with the semester system, will go a long way in improving our educational standards. Some people also plead that the teachers should be trusted. The fact is that teachers cannot be trusted in this vital matter on the following grounds: 1) Their social status and financial position are not such as would make them invulnerable to outside pressure and temptations; 2) They belong to a society in which malpractices are all too common.

It is good that, under the present system, the teachers examine students with whom they have no personal contact. But the teachers are sure to be only active, more or less, while assessing the attainments of their own pupils. In house-tests, teachers show favor to some students and let down others. In the present scheme of things, students approach the examiners only during and after the examinations. In the proposed system they will try to please the teachers throughout the year. The teachers will not work hard and will tend to be domineering.

The activities of officials with whose connivance some dishonest students dare to use unfair means, should be checked with a strong hand. The publication and distribution of 'guides' and guess-papers should be banned. This will reduce examination malpractices and raise the standard of education. Only regular teachers should be appointed as superintendents and invigilators.

25. ALVI, Abdul Hai. Imtehanaat (Examinations) --- Sanvi Ta'aleem (Lahore) 6(4): 22-41. March, 1973 (U).

The concept of measurement is of very old origin. Since his birth, man is seen trying to measure, althought in a clumsy way, this thing or that. This measuring and comparing played a very important role in the development of human mind. With the passage of time this measuring and comparing assumed different forms and now it has become one of the most exact sciences. It also plays an important role in the process of education and is technically called examination. Its importance cannot be overemphasized.

The subject of examination is discussed in detail under the headings: 1) need to learn the art of examination; 2) necessity of educational measurement; 3) requirements of making examination effective; 4) defects in preparing examination questions; 5) informal and standard measurement; and 6) internal and external examinations.

26. CHAUDHURY, Nazir Ahmed. Examination --- Pakistan Times (Lahore) February 16, 1973.

The present system of examination is based on the assumption that teachers and students are dishonest. Our distrust of the students makes them irresponsible citizens. Some of them defy the army of invigilators and other examination checks just for the pleasure of being proclaimed heroes among their peers. It has been observed that examinations conducted by teachers in their own departments

for their own students are much more peaceful than those conducted by outsiders. The present system allows no discount for poor teaching, non-availability of books and equipment, or bad health of the examinee during examinations. In the internal evaluation system, such unforseen disabilities are well looked after.

The present system encourages memorization and kills creative thinking. Internal evaluation coupled with the semester system will go a long way in improving our educational standards. Hundreds of thousands of rupees which are being wasted every year on examinations can easily be spent on improving the lot of the teachers. In internal evaluation, only the class teacher will be responsible, and if he indulges in malpractice, he will lose the respect of his colleagues and students.

27. KALIM, M. Siddiq. Our Examination System --- Pakistan Times (Lahore) January 21, 1973.

Our examination system is more or less the same as was introduced by the British Educationists more than a century ago. It followed the British pattern, which had absorbed the best traditions of the past including the Oriental learning and education. This examination system worked successfully till 1947. Then the rot set in and it collapsed in 1968 or 1969, when the Ayub regime conceded various concessions to students.

The superficial and temporary solution of educational problems only served to make matters worse. The relationship between education and politics is undeniable. An educational system is a superstructure that is built on the socio-political foundations of a country.

The educational system rests on two pre-requisites, the Syllabi and the textbooks. After the birth of Pakistan, the process of education began to deteriorate further. There is a lot of dependence on Notes and Guides. The average student is not learning and mastering even the textbooks. Various alternative systems have been proposed and discussed. The problem has to be tackled at more than one level. We have to create an atmosphere of liberal and progressive ideas.

28. RAUF, Abdur. Hamara Nizam-e-Imtehaan (Our Examination System) --- Sanuvi Ta'aleem (Lahore) 6(3): 22-35. December, 1972 (U).

Examination is meant to show what and how much a student has learnt. In order to judge the efficacy of teaching, a teacher examines his students. This examining and judging of students is an old practice

in the field of education. The most commonly used method of examination is to offer questions to students and get their written answers. The writer briefly discusses the purpose and method of written examination.

The method of examinations prevailing in our country consists of the essay-type questions in which long written answers are required, and the ability of the student is judged by his expression. The advantages and disadvantages of this method are briefly discussed. This method is criticized on the ground that it provides no reliable test of a student's ability, and so it should be radically changed or abolished altogether. Some changes are mentioned and new methods of examinations are explained. The new system of examinations should be introduced as early as possible.

29. TAMANNAI (Mrs.) Safia. Semester System Aur Hamara Nizaam-e-Imtehaan (Samester System and Our Examination System) --- Akhbaar-e-Khwateen(Karachi) March 24-30, 1973 (U).

The standard of education in our country can be raised only by drastically changing the system of examination. The present system has done more harm than good to the students. The adoption of semester system will compel both the students and the teachers to pay more attention and to devote more time to their tasks. Preparation of a brief inventory of once or twice a year and eliciting their answers from the students does not serve the purpose of examination. This method, therefore, needs to be replaced immediately by the semester system. Side by side with the immediate change in the present system of examination, the change in curriculum is also required. It has been observed that majority of students who pass their examinations by hook or by crook, prove to be incompetent in their practical life. The reason is that they had just memorized the lessons with the help of notes or solved guess papers. Hence semester system is the only remedy for this evil habit.

EXTRA-CURRICULAR ACTIVITIES

30. KALIM, M. Siddiq. Co-Curricular Activity --- Pakistan Times(Lahore) December 5, 1972.

Co-curricular activity, usually known as extra-curricular activity, is concomitant to teaching activity in academic institutions. Its basic object is to building up character and personality and to train the mind.

The morning assembly in schools is a fundamental aspect of co-curricular activity. Most of the schools usually have a debating society at the class as well as the school level. At colleges and universities, co-curricular activity is organized on a much larger scale, and they act as the training ground for organization and management and shape the character and personality of the students. The pivot of activity in a college or a university is the students' union.

31. KHAN, Fazal Muqeem. Facilities and prospects --- In: Pakistani Youth at the Cross-Roads, 126-138. Karachi, Oxford University Press. 1972.

The education and training of youth suffers seriously because of the lack of opportunities for training during leisure hours. This deficiency affects the development of personality. The problems of utilizing liesure were at one time well understood and correctly appreciated. We had our own way of using our spare time for the training of youth and the supplementing of formal education with further education and training suited to the times. Now our society is confronted with a situation where it has lost its own institutions, has not yet fully accepted new ones to replace them, and has made no attempt to revive the old.

We have very meagure facilities available for the utilization of leisure. The facilities are described under the headings; 1)sports; 2) youth organizations; 3) extra-curricular activities; and 4) cultural activities.

32. KHAN, Fazal Muqeem. Importance of Education Outside Class-room --- In: Pakistani Youth at the Cross-Roads, 118-125. Karachi, Oxford University Press. 1972.

Formal education as now conducted in schools and colleges is not enough for the right and proper growth of young people. A total personality will be produced only by continuing the process of education outside school hours. Young people have plenty of time to waste because of the absence of sufficient resources and opportunities to spend it usefully. A normal student has about sixty hours of leisure in a working week. As education is a process that covers overall development, the training for spending leisure time in wholesome activities is a must. This training should include activities and interests that will make life worth living.

The subject of use of leisure is discussed under the headings: 1) the responsibility of parents and teachers, 2) the use of leisure, and 3) the aims and principles of leisure-time training.

33. KHAN, Fazal Muqeem. In the Service of Youth --- In: Pakistani Youth at the Cross-Roads, 139-150. Karachi, Oxford Univeresity Press. 1972.

This is an attempt to describe briefly the need for youth organizations for the wholesome education of young people in a developing society and to identify the deficiencies in our own system. The concept of wholesome education, as including mental, physical, moral, and spiritual development, arose in the West at the same time as the dawn of industrial era. With the progress of industrialism, the idea of introducing extra-curricular activities in schools expanded till it became complementary to formal education in classroom.

Young people who attended educational institutions could take advantage of the co-curricular activities. But most of those who had to leave school early and in search of employment were left with gaps in their education and upbringing. Something had to be done to aid this class of youth. Youth organizations that had education as their aim came into existence not only to meet the requirements of young people who had to leave school early, but also to supplement the formal education in classroom. The subject of youth organizations is discussed in some detail under the headings: 1) growth of youth organizations in the United Kingdom; 2) Youth Organizations in the United Kingdom today; 3) the aim of youth organizations; 4) youth activities in other countries; and 5) recent advances in youth activities.

HIGHER EDUCATION

34. HAIDER, Masood. Anger Over Rotation of Headship --- Morning News (Karachi) March 29, 1973.

The controversial new University Ordinance - now an Act - is under fire from the University teachers. The most controversial point at the campus at present is the "rotation of headship" scheme in the ordinance. The teachers, mostly the younger ones, feel that the rotation of headship scheme is impractical. They agree that since it has a provision enabling senior person of a department, irrespective of his or her qualification, to become Chairman of the department, the more qualified but less senior teachers feel cheated. It seems strange that while the Dean of a faculty is appointed after

he is duly elected by the teachers, and elections are also held for teachers' representation on the University Syndicate, Senate, study committees, Academic Councils, the Chairmen of the departments are appointed on seniority basis. The teachers say that the Chairman of each department should also be elected.

However, many university teachers oppose this idea. They maintain that as the university is already infested with politics, the elections of the Chairmen of departments would further pollute the atmosphere. Another cause of dissatisfaction for the younger staff members at the University is their inadequate representation on the various committees and councils of the University. They feel that teachers should be given equal opportunity to represent and project their point of view in every section of the campus.

35. KALIM, M. Siddiq. University Education --- Pakistan Times(Lahore) February 18, 1972.

Universities today play a great role in national development in two ways: 1) by independent research at theoretical level meant to advance the frontiers of knowledge, and 2) by specific research projects, such as marketing or industrial requirements. This way the traditional and idealistic aims of education are correlated with the practical and pragmatic. Our universities have to make a start in this field. The universities and other seats of higher learning stimulate scholarly, intellectual, and research activities and become a source of inspiration and a center of reference. They set up new trends and movements. Creative activities, in sciences or the arts, are possible only at the higher level of education. It is time we put our universities in proper shape so that the returns are in proportion to the investment made in them.

36. KHAN, Naseer Ahmed. Case for Another Varsity at Lahore --- Pakistan Times (Lahore) November 26, 1972.

The new University Ordinance has been hailed as a progressive and democratic measure, which will usher in the era of reforms in the academic and administrative framework of the university. Statutory recognition has been given in the ordinance to the university union, which will be represented both in the Senate and the Syndicate.

The Punjab University, however, is markedly different from other universities in the country which are, by and large, unitary and non-affiliating. In the Punjab, a very large majority of the student community belongs to affiliated colleges. The question of the

representation of these institutions on the various academic and administrative bodies of the university is, therefore, extremely important. Moreover, the Academic Staff Association of the Government College at Lahore has demanded the maintenance of the status quo so far as that college is concerned. The argument is : Government College has been enjoying a special status. The demand for status quo implies that the unjust and unfair preferences should be allowed to continue at the Government College to the dis-advantage of thousands outside Lahore. As the Association has claimed, it is a university within the university. The solution for this university within the university tangle is to have two universities, one a local teaching university called the Lahore University, and the other an affiliating University. The two universities should be governed by different Acts. This is probably the best way of building up confidence in the vast number of presons engaged in education in various provincial towns.

37. MAHMOOD, Zahid. Varsity Ordinance --- Dawn (Karachi) December 8,1972.

The mere promulgation of an ordinance not followed by appropriate action is just an exercise in futility. In this connection we may mention the current state of university admission. The number of seats in every class is limited but we usually receive directions from higher sources for accommodating more students some of whom do not come up to the standard.

The reservation of seats for higher education is another wrong practice. Higher education cannot be imparted to a person who has no aptitude for it, as shown by his result sheet and the opinion of his teachers. The Government should not, therefore, interfere in the academic matters of the universities and colleges. The creation of a new office of Pro-Chancellor is uncalled for.

We feel that the factor of elections has been overstressed. There should be election for the Senate and in turn the Senate should elect the members of the Syndicate and the Dean of Faculties from among all the teachers of the university. The composition of the Senate is also far short of the aspirations of the teachers. There should be at least 25 elected university teachers in the Senate.

38. MASOOD, Mohammed. University Ordinance --- Dawn (Karachi) December 20, 1972.

This ordinance is the most important document for the implementation of the Educational Policy in the universities. Unlike the policy, however, the ordinance has been conceived and prepared without

consulting educationists or academic bodies. The public in general was not taken into confidence in these days of mass consultation. The ordinance, therefore, suffers from the defects inherent in a document so conceived and drawn up. The principles of elections and rotation have been completely overlooked although democratization of administration is a crying need of the universities. In all likelihood the universities' non-academic administration will be more restrictive and authoritarian than ever before. The atmosphere of freedom, respect, and equal participation, for which the academic community has yearned for so long, continues to remain a dream. We do not seem to have a single Dean good enough to be a member of this august body. The students are represented, but similarly elected representatives of the Academic Association have no place in the administration of the universities. Thousands of graduates and hundreds of private institutions recently taken over by the government have all gone without representation.

39. NIAZI, G.Y.K. Varsity Committee - Pakistan Times (Lahore) January 15, 1973.

The Chancellor's Committee of the Punjab University is a curious body. At one end there is the University and at the other, the Government College, Lahore. However, it is not the composition of the Committee that really matters. It is the pace at which it proceeds to set up the two main authorities of the University, the Senate and the Syndicate.

The Committee is an interim body, and its function is to set up the Senate and the Syndicate as expeditiously as possible, and in the meantime to exercise its own power. A similar Chancellor's Committee, consisting of persons with high academic trademarks was set up about 15 years ago. Its purpose was the same as that of the present Committee, but it managed to prolong its tenure for three years by its masterly inactivity. Thus we have no happy experience of the working of the previous Chancellor's Committee. But the present Committee, on the whole, consists of younger members who, we expect, would form the Senate and the Syndicate and be done with it in 1973.

40. PERVEZ, M. Zakauddin. University Reform --- Pakistan Times (Lahore) January 27, 1973.

The writer fully agrees with the Punjab University reforms, particularly the one relating to the rotation of headships.

There is, however, one aspect of the comparative roles of heads in American and our systems, which should not be overlooked if maximum benefits are to be obtained from the reforms. In America, heads are responsible only for routine administrative drudgery. Academic and research policies and activities are very largely shaped and controlled by eminent professors rather than the Chairmen of the departments. Further, Chairmanship does not carry any special status in American universities; it is professorship that is sought after. In our universities, heads do not merely look after day-to-day administration. They have vast decision-making power in all administrative and academic matters. For instance, they can appoint teachers and examiners, nominate staff members on various bodies and also for international scholarships, accept or reject students for admission to various classes and expel or rusticate them, recommend changes in syllabi and courses of reading, shape research policies, accept or reject Ph.D. candidates, etc. Unless this concentration of power is broken up and purely academic and research activities are entrusted to competent scholars, the real purpose of rotation of heads may be defeated.

41. QADRI, G.A. Dilema of University Education --- Pakistan Times (Lahore) December 17, 1972.

In the universities of Pakistan, which are modeled on the pattern of British universities, there is neither objectivity nor relevance. What is passed on to students in the name of knowledge is mostly antiquated, outmoded and outdated, with little or no relevance to the activities of life as confront the student community in their day-to-day commerce with the world. Moreover, the knowledge that comes from the West, and the ideals which its literature reflects, have a philosophy, hardly suited to the nature and genius of Islamic society. What is needed is that a religious base be provided to knowledge, in order to make it meaningful and relevant to the Pakistani youth.

This does not mean that knowledge has to be related to religious aspirations of the community alone. There are so many facets of life equally interesting and important to the student. It is a pity that sometimes 'relevance' is confused with student activism on the Campus. This is not what 'relevance' ordinarily and normally means. What is here advocated is meaningfulness of knowledge to the living realities of life.

HISTORY OF EDUCATION

42. FAROOQI, Ibadullah. Jang-e-Azadi Kay Baad Musalmanon Ki Ta'aleemi Jaddo-o-Jehad (Muslims' Educational Struggle After the War of Independence) --- Sanuvi Ta'aleem (Lahore) 6(4): 42-61. March, 1973 (U).

The war of Independence in 1857 brought untold misery to the Muslims of the subcontinent. They fell from the status of rulers and became salves. They were the avowed victims of British wrath, because it was they who had stood up to challenge them. The downfall of Muslims had started long before the war of Independence. This decline also affected the educational field. At the time of war of Independence there was no educational institution worth the name to serve the cause of education. The British too neglected Muslim education.

This was the stituation when Sir Syed Ahmad Khan launched his educational movement and after a long and strenous struggle succeeded in establishing the Muslim University at Aligarh which opened the door of education to Muslims. The writer mentions in detail the contribution of Sir Syed as well as Moulana Shibli to the cause of Muslim education. The latter established the famous Nadva Institute of religious education in Lucknow.

43. KHAN, Fazal Muqeem. The Advent of Modern Education --- In: Pakistani Youth at the Cross-Roads, 104-108. Karachi, Oxford University Press. 1972.

Our present educational system has not developed from our own traditional methods. It is a system thrusted by the masters upon the slaves to serve the formers' interests. As far as the indigenous system of education was concerned it had long lost its ability to meet the requirements of the society. The damaging consequences of the new education system were foreseen by a number of Muslim thinkers who became the pioneers of modern Muslim education. They struggled hard to develop a system of education that would prepare the younger generation to meet the current needs in accordance with their ideology.

The various movements in modern Muslim education have been briefly described, these institutions include Aligarh, Al-Nadwah, Usmania University, and Jamia Millia Islamia.

LANGUAGES, TEACHING OF

44. ADEEB, Mazhar Ali. Talaba Ingraizi Mein Kiyun Fail Hotay Hein (Why Students Fail in English?) --- Nawai Waqt (Lahore) February 21, 1973 (U).

Some of the causes for the failure of the students in English are as follows: 1) The proposed English book is not taught in Classes IX and X. 2) There is a vast difference of standard between the English books prescribed for class IX and those for Class X. As the standard is low in class IX and the students are promoted to class X, they either neglect English altogether or take the help of some guide books which are readily available in the market. 3) Grammer is not taught properly in our schools. 4) Students of matric classes fail in English because they cannot write English. Added to this is the fact that the teachers do not care to correct the mistakes of the students. 5) Students do not attach much importance to English as they are told by the teachers that English has lost its value after Urdu has been made the medium of instruction.

LIBRARIES

45. Library Movement --- Dawn (Karachi) February 2, 1973.

The importance of public libraries as aids to education and public information cannot be over-emphasized. Their shortage is being more keenly felt because of the increasingly prohibitive prices of books of all kinds which have made individual buying impossible for those who have unlimited curiosity but limited financial resources. The first requirement is to have a suitable library legislation to support and stimulate the work of individuals and organizations and to insure fuller play of the initiative and resources of government agencies at different levels. It should be made obligatory on executing authorities in local bodies and educational institutions to grant funds for the libraries on a regular basis. It ought to be feasible, for instance, to fix a certain percentage of the tax receipts of a Municipal body for the development of a library service within its jurisdiction. In the case of public libraries, the need will continue for more liberal allocations from the public exchequer, even as private initiative and resources will be called upon to take a fuller share in the national undertaking.

46. LODHI, Farkhanda. Libraries --- Pakistan Times (Lahore) February 17,1973.

It goes to the credit of the People's Government that the maintenance and development of libraries has been made part of the national

education policy, and the role of librarians in spreading education has been given due recognition. This is evident from the decision to upgrade librarians' posts in Government colleges to Class I. Libraries have suffered neglect so long that these measures will fail to yield the desired results unless followed by vigorous efforts by the librarians and the Government to organize the profession on a scientific base. For the proper maintenance and utilization of libraries and for an expert handling of all matters connected with them, post of Library Directors, Deputy and Assistant Directors, and Divisional and District Library Officers should be created in every region. Further, the discrimination against librarians serving in the Punjab University, professional colleges, and nationalized and municipal colleges in the matter of pay-scales should be done away with. The Punjab University authorities are also requested to make arrangements for opening M.L.Sc. classes in the Punjab University's Library Science Department from the current year.

47. RAHMAN, Fazlur. Suba Sind Ki Kalij Librarian (College Libraries of Sind Province) --- Hurriyet (Karachi) March 12, 1973 (U).

In accordance with the provisions of the new education policy, College librarians in the Punjab and North-West Frontier Provinces have been given the status and scale of college lecturers. But no practical steps have so far been taken to give effect to these provisions in Sind. All blessings seem to go to college lecturers, and the librarians, who are no less qualified, are deliberately ignored. These librarians have got the degree of M.A. in Library Science, and in view of their qualifications they have been promised the status of college lecturers in the new education policy. More than fifteen thousand lecturers in ninety-seven nationalized and government colleges of Sind have received the new scale and status, while the qualified librarians working in sixty colleges out of ninetyseven have been denied these benefits. This discrimination by the Government has created a sense of frustration.

LITERACY

48. AHMED, Maqbool. Sepah-e-Danish Ka Qayaam (Setting Up of Literacy Corps) --- Mashriq (Karachi) January 12, 1973 (U).

The percentage of illiteracy in the country is estimated at eighty. When literacy is only twenty percent, Pakistan cannot be expected to compete on even terms with Western Europe, Japan, and the United States in the field of science and technology. It is unfortunate that

nothing could be achieved in spite of the numerous programs for the eradication of illiteracy from the country. As a matter of fact, the literacy increased only by one or two per cent since the birth of Pakistan in 1947.

What is now needed is to first take care of the illiterate adults who will eventually take care of their illiterate children. The establishment of literacy corps in the province of the Punjab is a commendable measure. Other provinces of the country will also follow the example set by the Punjab. But this is practicable only when efforts are made to make this organization dynamic. While recruiting persons for this job, only those should be selected who are patriotic, dynamic, selfless, and zealous.

49. AHMED, Saeed. Education for the Masses --- Perspective (Karachi) V(10): 11-15. April, 1972.

The new Education Policy was announced in March, 1972. The Policy holds the promise of solving the educational problems of the country. Inherited from the colonial rulers, our existing educational system was neither in consonance with our national needs nor compatable with the hopes and aspirations of the people. Even after twentyfour years of independence, illiteracy in our country is as high as 80 per cent.

The new education policy marks the end of the era of exploitation in the field of education. The fundamental principle of the policy is democratization of education. The opportunity to get education has been opened to all. In the new policy we have shifted the emphasis from aimless general education to a more meaningful agro-technical education. There is a brief discussion of the revolutionary changes the new education policy is expected to bring about in the educational field. The general reaction of teachers, students, and others in respect of the new policy is also presented.

50. BOKHARI, Khalid Hasan. Towards an Educated Citizenry --- Pakistan Times (Lahore) October 7, 1972.

The Government has made up its mind to utilize all its resources to educate such unfortunate adults who have not had the benefit of education so far. The mass media, especially radio and TV will be used extensively for this purpose. Efforts are being made to develop basic booklets in simple regional languages to provide information about every-day living.

A network of people's libraries will be established throughout the country. The pace now seems to be set for a march toward developing an educated citizenry and a more purposeful vocational and technical education that would be relevant to the demands of the modern times and oriented to the socio-economic conditions of our society.

The system of examinations is being converted into a continuous process of evolution. The program will remain under constant review, and administration and policy planning will be shared by eminent scholars, representatives of students and teachers, and the people.

51. QURESHI, Anwar Iqbal. Awaam Mein Khwandegi Kaisey Phailai Jai (How to Promote Literacy Among People) --- Nawai Waqt (Lahore) February 18, 1973 (U).

Children should not be sent to school for compulsory education at the age of five. They should first be sent to Madrassah for reading the Holy Quran, for one and a half years and learning the basic principles of their religion. At the moment children are sent to Kinder garten where the atmosphere is purely non-Islamic.

The rural areas of our country have been totally neglected. Education in villages should be given as much attention as is paid in cities, and more trained teachers both male and female should be sent to rural areas. The Government should start two shifts of coaching in all the schools in order to bring down the percentage of illiteracy. It is heartening to see that students have been relieved of the burden of tuition fee, but there is no provision in the educational policy to provide them textbooks and exercise books free of cost.

PHILOSOPHY OF EDUCATION

52. NAWAZ, Choudhury Mohammed. Chand Qadeem Rumi Mahereen-e-Ta'aleem (Some Ancient Roman Educationists) --- Ta'aleem-o-Tadress (Lahore) 6(2): 46-56. January, 1973 (U).

There are always some poeple who make a lasting impression on the society in one field or another. In ancient Rome, Cicero and Quintilian contributed a great deal to the philosophy of education.

Cicero was basically a politician, but he has made no mean contribution to philosophy of education. We find his educational ideas in his books 'Orator' and 'Republica'. He was interested in making an individual a fully civilized man, and the art of oratory had prime importance in his scheme of education.

The second great educational philosopher of ancient Rome was Quintilian whose educational ideas are more practical as he himself was a teacher. To him the practical aspect of education was more important than idealist education. Then come Seneca and Plutarch. The latter's ideas on education were not much appreciated because he was a Greek.

PSYCHOLOGY

53. CHEEMA, Chowdhury Alladad. Mubtedi Musheeron Ki Mushkilaat (Difficulties of Beginner Counseler) --- Ta'aleem-o-Tadrees (Lahore) 6(2): 26-41. January, 1973 (U).

Guidance and counseling is a delicate subject, and the beginner counselor faces a number of problems in providing the right type of counseling. In dealing with his subjects the counselor should be very careful while interpreting attitudes and making suggestions. Different psychologists offer different approaches for dealing with the subject. The article warns the counselor against certain pitfalls and the chances of misunderstandings arising between him and his subject.

The role of counseler in dealing with small children has been discussed with special emphasis. It is also suggested when children should be referred for counseling.

54. HUDA, Amirul. Ta'aleem Mein Jaza Aur Saza (Reward and Punishment in Education) --- Fikro Khyial (Karachi) 11(3): 17-19. 1973 (U).

Reward and punishment are two things often used in schools for encouraging and discouraging students. When students secure some position or do some meritorious work they are given rewards by way of encouragement. Similarly, in case of indiscipline and neglect of studies students receive punishments. Although the reward and punishment have been in vogue since long, this scheme of things does not find approval with especially, John Dewey.

The pros and cons of this practice are briefly discussed. It is pointed out that reward produces jealousy, and punishment a sort of revolt, and both reactions are harmful to educational atmosphere.

55. IFTEKHAR, Mohammed. Zehanat Key Imtehaan (Intelligence Tests) --- Mashriq (Karachi) January 21, 1973 (U).

Aptitude test which is now prevalent in our educational institutions has proved a failure. We have copied this system from the United States, but while introducing it in our country, we have failed to realize that the two countries have different objectives and environments. We have not yet evolved any method which could help create talent or leadership. The irony is that in the competitive examinations questions are asked in English which is not our mother tongue. Added to this is the use of difficult words in the questions. The result is that a large number of students fail to understand even the meaning of these questions. The need of the time is to make the system more realistic.

56. MAJEED, Raja Abdul. Saza Kay Nazariyaat (Theories of Punishment) --- Ta'aleem-o-Tadrees (Lahore) 6(2): 42-45. January, 1973 (U).

Opinions differ about the role of punishment in the process of teaching. Some educationists are totally against the idea of punishment and consider it very injurious for the normal and healthy growth of children. Modern researches also confirm the fact that punishment hinders the process of teaching and its effectiveness. Ibne Khaldun was the greatest advocate of this idea.

On the other side, some educationists consider punishment a sort of deterrent for the children who are prone to commit unhealthy activities, and advocate it as an aid in the process of teaching.

The various theories of punishment are discussed briefly showing why punishments are necessary and how far their use is justified.

57. MAJEED, Raja Abdul. Saza Ki Aqsaam (Forms of Punishment) --- Sanuvi Ta'aleem (Lahore) 6(4): 62-64. March, 1973 (U).

The role of punishment in education is controversial. Some authorities strongly support it, while others hold it as positively harmful to the pupil. The various forms of punishment that a teacher resorts to are: 1) scolding; 2) fine; 3) punishment task; 4) withdrawal of privileges; 5) infliction of physical pain; and 6) expulsion from school.

The writer briefly explains these punishments and how they can be administered. The effects of these punishments on children and the extent to which these punishments help in the correction of behavior have been briefly discussed.

SCIENCE EDUCATION

58. RAZIUDDIN. Qaumi Zaban Mein Science Ki Ta'aleem (Science Education in National Language) --- Jang (Karachi) January 12, 1973 (U).

Since the birth of Pakistan in 1947, the planners of educational and scientific development have been insisting that scientific knowledge cannot be achieved without the help of English. In other words, they are of the view that the development of science and technology largely depends on the progress and prosperity of English. The results that we have achieved during the last twentysix years are before us. There is no denying the fact that notwithstanding the increase in the percentage of literacy, the influence of English is fast waning. It should be remembered that science can also be taught through other languages. Had this not been the case, Russia and China would never have taken such long strides in the field of science and technology. If we want to make similar progress, we shall have to change the present system of teaching and replace English by the national language.

SOCIOLOGY

59. KHAN, Fazal Muqeem. The Needs of Youth --- In: Pakistani Youth at the Cross-Roads, 91-101. Karachi, Oxford University Press. 1972.

Today youth has a feeling of independence and is striving to break away from the control of his elders. He may not be an adult yet, but he shows the desire to be treated as one and feels ready to perform adult roles. This phase of life is an important part of growth and determines his future life. During this development process youth has many needs that must be satisfied in order to produce a total personality. To control and guide behavior properly we should understand the needs and motives of the youth.

The important personality needs are: 1) the need for recognition; 2) the need for security; 3) the need for independence; and 4) the need for affection. These personality needs are explained briefly. The personality needs are universal, but there are some current needs which are peculiarly Pakistani, and these are: 1) need for national education and training; need for challenge; 3) need for guidance and counseling; 4) need for discipline; and 5) need for recreation. These needs are discussed briefly and it is shown how we can satisfy them.

60. KHAN, Fazal Muqeem. Whither Youth? --- In: Pakistani Youth at the Cross-Roads, 1-13. Karachi, Oxford University Press. 1972.

"Whither youth?" has become a pressing question in Pakistan. It has two parts: 'Which way should our youth go?' and 'Which way is our youth going?' Both are comparatively recent questions for our society. Historically speaking, they were first raised after 1857 when the Muslims most reluctantly decided to adopt the British-imposed educational system. The persistence with which the question, 'Which way is our youth going?' has been asked is increasing with the passage of time. Since independence, it has become a cry of anguish against the loss of our own identity as a people and a society.

The subject is discussed in some detail under the headings; 1) lack of understanding of the problem; 2) youthful trends and exaggerated views of adults; 3) analysis of the present situation; and 4)'our youth is still sound.'

STUDENTS' PROBLEMS

61. KALIM, M. Siddiq. The Campus Politics --- Pakistan Times (Lahore) February 4, 1973.

An analysis of the campus politics brings out the fact that most of the students inherit a distorted version of religion from their parents, families, and the social millieu in which they live. There exists no sound basis for the teaching of Islamiyat in our schools in spite of the fact that regular time is allotted for this study. The fault mostly lies with the textbooks and the teachers. These two agencies do not drive home the real meaning and spirit of Islam. They emphasize the formal side of religion, its rituals, and personal ethics is hardly touched upon. Islam lays the greatest emphasis on social ethics, which alone determines personal ethics and insures socio-economic justice. In order to divert the attention of our students from politics to study, we have to evolve a suitable type of syllabus. Teachers can play an important role in reshaping the minds of their students.

62. KHAN, Sultan Ahmed. Disillusionment Turned Them into Revolutionaries --- Morning News (Karachi) December 21, 1972.

Problems of the student community not only in Pakistan but also in all other countries of the world require to be solved in a pragmatic way. These problems vary from country to country.

Unemployment of the educated in Pakistan is just one problem. The motive behind the student demonstrations may not appear for the time being the demand for jobs. A few studies undertaken recently show how unemployment is growing not only among persons having general education but also among technicians and other specialists. The percentages of the unemployed in the various classes are as follows: 24 per cent among polytechnic diploma holders, 18 to 48 per cent among technical training center certificate holders, 16 per cent among agricultural graduates, 31 per cent among masters in Economics and Commerce, 40 per cent among Masters in Natural sciences, and 58 per cent among Masters in applied sciences. The first thing to do in this regard is to open up avenues for the employed youth whose disillusionment might pose a greater challenge in the future. Besides, the teachers must be given due status in society, which is possible only if their present salary is reasonably enhanced.

TEACHER EDUCATION

63. ALI, (Mrs.) Zia. Ustaad Aur Refresher Course (Teacher and Refresher Course) --- Akhbar-e-Khwateen (Karachi) March 24-30, 1973 (U).

One of the most glaring lacuna in our educational set up is the absence of methodical and regular refresher courses for the teachers. Refresher courses are a prerequisite for effective teaching and such courses should be made compulsory for all teachers. In addition to this all college teachers should be provided facilities for research work, and foreign research articles and magazines should be made available to them. These articles and magazines will help broaden the mental horizon of our teachers. Unless teachers themselves take keen interest in their professional work, the standard of teaching will go on deteriorating. There is no denying the fact that teachers play a vital role in building the character of students. Refresher courses can be very helpful both for the teachers and the students.

TEACHERS

64. ASAD, Syed. Niji Iskoolon Kay Asateza (Teachers of Private Schools) --- Nawai Waqt (Lahore) January 14, 1973 (U).

All the teachers who had been serving in the private schools nationalized from 1st October 1972 and who had reached the age of 58 have been retired. They were neither served with prior notice nor given any gratuity. Many of these teachers have spent

their valuable time serving the private institutions, and some of them had helped in founding these institutions. The nationalization of private schools will certainly solve many problems of the teachers, students, and parents, but the abrupt retirement of teachers who have completed the age of 58 years will cause much hardship to them and their dependents. It is unfortunate that despite the assurance given by the Federal Minister for Education that the rights of those teachers who have been retired would be respected, nothing has so far been done.

65. ASHFAQ, M. Teachers' Pay --- Sun (Karachi) January 21, 1973.

Highly qualified teachers of nationalized English-medium primary schools are dissatisfied with the pay-scales in which they fit in under the new Education Policy. It seems ridiculous that teachers with M.Ed. and B.A., B.Ed., degrees are to get salaries according to the pay-scales fixed for teachers having only the matric or Intermediate C.T. This is a disgrace for the teachers with higher qualifications. The Education Minister is, therefore, requested that either pay-scales be revised and raised according to the qualifications or the affected teachers be transferred to higher secondary schools. In this way the injustice done to them will be redressed, and they will be able to use their abilities and qualifications to the best advantage.

66. BALOCH, Ghulam Rasool. Basis of Seniority --- Dawn (Karachi) January 8, 1973.

The following questions arise in regard to the fixation of seniority among lecturers; 1) Whether the service rendered by an employee in other institutions should be counted for the purpose? 2) If so, whether such service should be regarded as continuous irrespective of the breaks, if any, in the previous service? 3) How to fix the seniority of those who have already been working as professors in Grade A, or working as Assistant Professors in Grade B? Shall their seniority be counted with effect from the date of their promotion to their lecturers who have put in a long service and fulfil all requisite qualifications but who were not considered fit for promotion by their past employers for one reason or another? Will they now be considered fit for promotion?

67. FERNANDES, Lenny. Teachers for Evening Classes --- Morning News (Karachi) January 2, 1973.

Nationalization of private colleges has caused a great deal of inconvenience to the students attending evening classes. One of

the main reasons for this is that there are not enough lecturers to teach in the evening classes. The managements of the colleges cannot do anything about this, although they are repeatedly assured by the Educational authorities that they will be provided with the required teaching staff. But little has been done so far, because leacturers and professors teaching in the morning classes were allowed to teach in the evening. Now they cannot do so because there is a regulation prohibiting government employees from drawing double benefits from the government. This regulation should be lifted for teachers, lecturers, and professors. A simple solution to this problem is to allow the lecturers and professors to take classes in the evening shifts in addition to their duties in the morning shifts.

68. ISMAIL, Mohammed. Azla'K' Ta'aleemi Kamaitian (District Education Committees) --- Musawaat (Lahore) March 21, 1973 (U).

Under the new education schemes education committees have been set up in every district for the appointment of teachers. These Committees will soon start their work. Here are few suggestions in this connection: 1) No teacher belonging to a particular group or religious sect should be given preference. 2) A standard should be evolved by the provincial government for the recruitment and District Committee should be directed to follow this standard. The advantages are: Recruitment throughout the province will be made according to fixed principles. Unsuccessful candidates will have no cause to complain and there will be an end to exploitation. 3) For the recruitment of senior English teachers, only those candidates should be selected for the posts of Senior English Teachers who hold the degrees of M.Ed., or M.A(Education). 4) Fifty per cent vacancies should be filled by the In-service teachers. These suggestions, if implemented, will lead to an improvement in the standard of education.

69. JOSHI, Shayam Das. Seniority of College Teachers --- Dawn (Karachi) February 5, 1973.

The question of the seniority of the teachers of nationalized colleges and government colleges is under active consideration of the Provincial Government. It is an acknolwledged fact that appointments and promotions in the nationalized colleges, before nationalization, were not made in accordance with the usuall norms of selection, recruitment and promotion in Government Colleges. It is necessary to review all these cases, of selection, recruitment and promotions made in the private colleges before

nationalization. In order to safegauard the genuine interest of the staff of Government colleges the following principles may be adopted: 1) All the lecturers of nationalized colleges should rank below the last Lecturer of Government colleges appointed before the date of nationalization, i.e., October, 1972. 2) In respect of the professors of nationalized colleges, only those who have similar or higher qualifications and continuous teaching experience may be taken as professors and placed just below the last promoted professor of Government colleges on the seniority list on 1-10-1972.3) As regards the Assistant Professors of nationalized colleges, those who h ve similar or higher qualifications and teaching experience may be taken as Assistant Professor and placed just below the last promoted Assistant Professor of the Government college in the seniority list on 1-10-72. 4) The remaining Professors and Assistant Professors of nationalized colleges who do not come under the above categories should continue on ad hoc basis.

70. KALIM, M. Siddiqi. Teachers' Association --- Pakistan Times (Lahore) March 11, 1973.

Teachers' Associations today occupy an important place in the academic world. The teachers have been contributing individually as well as collectively to the educational development of this country, and to their particular disciplines, like literature, economics, or physics. They have influenced the growth of the New Education Policy. The present Educational Policy demonstrates this influence. It does not, however, mean that we have done our job and can now rest on our oars. It is now time to create research cells within the organizations, coordinating their efforts with formal research that is being doen in our colleges and universities.

71. KHURSHEED, Abdus Salam. Hamari Universitiyun Key Ustaad (Our University Teachers) --- Mashriq (Karachi) January 23, 1973 (U).

It is unfortunate that the majority of teachers in our universities do not take interest in research work. The most regrettable situation is that most of the teachers neither pay attention to teaching nor are inclined to do research work. They are rather engaged in trade unionism. It is, therefore, suggested that those university teachers who neither produce any research work nor write any book during a period of five years, should be provided some job other than professorship. Moreover, annual increments should not be allowed to any teacher unless he produces any research work. This will encourage those who are interested in research work.

72. RAHMAN, Anisur. Subai Mohakmae Ta'aleem Say (Addressed to Provincial Education Department) --- Hurriyat (Karachi) March 1, 1973 (U).

Besides the teachers of nationalized shcools and colleges who are complaining about the non-payment of their dues and the arbitrary fixation of their seniority, the teachers belonging to the Government schools and colleges also have their grievances against the government policy. New posts in Government and nationalized schools are being filled by trained teachers. The required qualification is B.Ed. Moreover, all the new appointments are being made from outside, and the teachers who are B.Ed. or M.Ed. and are teaching in Primary or Middle Schools have not been promoted to the scale of S.S.T. These teachers have placed the following demands: 1) The seniority of all teachers who are B.Ed. and have been deprived of the grade should be counted from the date of their appointment or the date of their passing the B.Ed. 2) All the vacant posts in Government nationalized schools should be first offered to them. 3) The appointment quota from outside that is fixed for Government schools, should be followed in all appointments in nationalized schools. 4) When trained teachers belonging to Primary and Middle schools are promoted, their continuity of service and other benefits should be maintained.

73. Salaries of Primary Teachers --- Dawn (Karachi) January 18, 1973.

The government decision to make primary education free and compulsory is laudable. But it must be insured that the task is accomplished not simply in terms of the provision of physical facilities but also of the deployment of sufficient teachers of right type. The principles and criteria on which the salaries and other elements in the total remuneration of primary teachers are based should be re-examined to meet the requirements of the new policy. The advanced countries of the world are beginning to apply a single-scale system of salaries for primary and secondary school teachers. Many educational thinkers are coming round to the view that primary and secondary education are part of an integrated process and that students at the primary stage need more expert guidance than those in higher classes. A progressive introduction of the single scale system, with individual rating according to qualifications and experience, is therefore, recommended as a desirable measure of educational reform.

74. SHAH, Syed Enayatullah. Save Poor Teachers --- Sun (Karachi) February 2, 1973.

Attention of the Provincial Education authorities are drawn to the following facts: On April 27, 1963, the then West Pakistan Government issued a notification regarding new consolidated pay-scale for secondary

school teachers with effect from December 1, 1962. Many teachers opted for it. In 1967 the Comptroller Southern Zone, Karachi, fixed the pay of some teachers at Rs.115/- per month consolidated with effect from December 1, 1962 when many teachers were getting more than Rs.115/- per month as they had opted earlier for the new scale. A case was filed in the court against the order of the comptroller. The court finally allowed the running scale and cancelled the order of the comptroller.

In view of this judgement, it is requested that education authorities should finalize all similar cases of fixation of pay according to the court's ruling and thus save the poor teachers from financial and mental worries.

75. SOOMRO, M. Usman. C.T. Teachers' Demands --- Morning News (Karachi) January 24, 1973.

Most of the secondary school teachers who hold M.A. and B.Ed. degrees and are also senior in service have neither been promoted nor granted the promised scale of pay. As against this, science graduate teachers are being appointed in the higher scale. The trained graduate teachers are capable of teaching mathematics, science, social sciences, and languages more efficiently than the new science graduates. The injustice to the senior and highly qualified teachers is clear from the policy of appointing new post-graduate students in the Junior Class I, scale, whereas teachers who have passed M.A. and have obtained B.Ed. and M.Ed. qualifications are completely ignored not only for appointment as lecturers but also for the higher scale. The Sind Government has been proclaiming that it has earmarked sixty to seventy million rupees for the implementation of the new education policy. But all this money will go to waste if the teaching staff does not get the scales of pay and other benefits due to them under the new scheme.

76. WAZIR, Syed Mohammed. College Teachers' Demand --- Dawn(Karachi) January 5, 1973.

It was expected that the pay-scale of the teachers of the nationalized colleges will be brought at par with that of their counterparts' in Government service in accordance with the Martial Law Regulation No:118. But the formula adopted for the fixation of pay does not fulfil this expectation. Moreover, the Pay Fixation Committee has not taken into account the increments already earned by the teachers but not paid to them by the previous managements on one pretext or another. On the whole, the teachers have been deprived of one increment. Further, the

Pay Fixation Committee has not allowed the teachers the next increment due for the months from September 1972 to November 1972. The date of the next increment in all cases has been fixed as October 1, 1973, thus depriving them of an increment duly earned by them.

TEACHING METHODS AND MEDIA

77. QAYYUM, Abdul. Ta'aleem Key Maidaan Mein Computor Ka Iste'maal (Use of Computor in Education) --- Imroz (Lahore) January 7, 1973 (U).

The Computor is being extensively used for educational purposes in the developed countries. Its use has contributed not only in raising the standard of education, but also in promoting education. The use of Computor in our country is in the initial stages. If we also follow in the footsteps of the developed countries, we may bring about a tremendous change in our educational field.

The use of Computor will also make education more democratic by making it easy to keep the record of progress and to watch every student. The educational institutions in Pakistan should make full use of this wonderful machine. Of course, it involves a lot of foreign exchange. It not only saves time and work, but also keeps the record of each individual student. The Government should make the use of Computor compulsory in our educational institutions.

TECHNICAL EDUCATION

78. SABRI, Mashkoor. Punjab Board of Technical Education --- Sun(Karachi) January 12, 1973.

The main object of the Board of Technical Education was to prepare syllabus and to conduct examinations. From this year these powers are transferred to the principals of government polytechnic institutions who are to act as controller of examinations, to hold theoretical and practical examinations, and to appoint staff suprintendents, invigilators etc. The Board will need vast amount to pay as remuneration. No member from the public sector has been included in this Board. It is, therefore, demanded that either this Board of Technical Education should be abolished and technical and commercial institutions should be affiliated with Intermediate and Secondary Education Board, or the Martial Law Ordinance of 1962 should be amended to make the Board a really autonomous and representative body. The Governor of the Punjab

is requested to make the following amendments: a) The Board of Technical Education should be made an autonomous body having no concern with the Government Departments. b) An M.N.A. and an M.P.A. should be the members of the board as has been provided for other educational boards. c) Vocational institutions should be allowed to elect their representatives on the Board. Similarly, it should have a representative of women's institutions. d) The Secretary of the Board should be a member thereof. e) The Secretary of the Board should also be authorized to elect a representative to sit in the Board.

TEXTBOOKS

79. KHALID, Mohammed Idris. Hamari Nisaabi Kitabein (Our Text-Books) --- Jang (Karachi) March 8, 1973 (U).

With the announcement of the new educational policy the Government has also promised to make its own arrangements for the publication of costly text books and making them available to the students on reasonable prices. The Federal Education Minister himself assured the students that the Government would lose no time in solving this problem and remove the difficulties of the students. But, however, no medical book is available in the market although the new session has started. Foreign books are also scarce because of the strict import policy of the Government. Either the text books should be immediately printed in the country and made available to the students or certain essential textbooks should be allowed to be imported. Any delay in doing the needful by the Government might worsen the situation.

WOMEN'S EDUCATION

80. RAHMAN, Abdur. Khwateen Key Liey Ta'aleem-e-Baleghaan (Adult Education for Women) --- Akhbaar-e-Khwateen (Karachi) January 27 - February 2, 1973 (U).

The Government of Sind have launched a program of adult literacy in the province, covering both the rural and urban areas, to educate all illiterate women. A training course of twelve weeks has been started by the department of education to achieve this end. There is a growing feeling that unless the number of illiterate women is reduced, the future of this country will remain unpromising. Educated women as a rule know the need and importance of education, and take care to educate their children. It is our misfortune that very little attention was given in the past to female education.

Although female education has of late gained momentum, it is confined only to the urban areas. In rural areas the conditions have not changed. What is, therefore, needed is to focus our attention on the rural areas and intensify the adult literacy program there. The Government plans to set up at least ten thousand centers by 1980 for this purpose.

GENERAL

81. ADIB, Syed Mazhar Ali. Me'aar-e-Ta'aleem (Educational Standard) --- Mashriq (Karachi) January 13, 1973 (U).

There are many reasons for the deterioration in the standard of education. Some of the important ones are: 1) we have a mushroom growth of coaching centers in the city, where untrained and even non-matric teachers are imparting education to the students. These centers are never visited by our education inspectors. The Education Board and the Universities also connive at their acitivities. 2) Unfair means are widely used in examination halls under the nose of the invigilators, and after the examinations the examinees approach the examiners for 'favor', which they invariably get. The instances of students getting certificates and degrees without appearing in the examinations are not rare. 3) The textbooks prescribed for the children of primary classes are too difficult to be followed by the pupils. 4) Teachers are no less responsible for this state of affairs. Being poorly paid, they devote their time and attention to other means of supplementing their income. They do not bother to see whether the students are making any progress. 5) The outmoded system of examination has also affected the standard of education adversely.

82. BRELVI, Syed Altaf Ali. Ta'aleemi Taraqqi Key Liye Lissani Ittehad Zaruri Hai (Language Unity is Necessary for Educational Development) --- In: Maqalaat-e-Brelvi, 148-153. Karachi, All Pakistan Educational Conference. 1973 (U).

According to literacy percentage, Pakistan comes in the last category of countries with less than 15 per cent literacy. The new education policy, if acted upon, promises 50 per cent education by 1980. The budget allocated for education in Pakistan is also among the lowest.

In spite of this sad state of affair, we have made no serious effort to develop education. The main hurdles in the progress of education are: 1) general poverty in the country; 2) political upheavals that disturb peaceful life, and 3) language problem. The writer discusses the last problem in some detail and emphasizes that elementary

education should be provided in the mother tongue, and at later stages in the national language.

83. QAZI, Syed Shabbir Ali. Hamari Ta'aleem Aur Uskey Masail (Our Education and Its Problems) --- Jang (Karachi) February 6, 1973 (U).

The nationalization of educational institutions is a revolutionary step, and now it is hoped that most of the educational problems we are facing will be solved. The craze for piling up money by the commercialization of educational institutions will die down. The direct control and supervision of the Government over education will remove malpractices and other defects. But the nationalization scheme will also add to the liabilities and the responsibilities of the Education Department. Many Commissions were set up in the past to solve the various problems of education and recommendations were made, but nothing tangible was achieved. These recommendations failed in their purpose for the reason that the successive Governments not only interfered with the freedom of education, but also lacked enthusiasm to implement the recommendations. The steps taken by the present Government will achieve success only if it pursues them with determination and sincereity of purpose.

84. KHAN, Sardar Mohiuddin. Hamarey Ta'aleemi Masail (Our Educational Problems) --- Hurriyat (Karachi) January 31, 1973 (U).

There are many problems facing the country in our educational sector. Unfortunately the students are the worst sufferers. The cost of textbooks is beyond the means of average students. Most of these books are unavailable. The increasing strength of students in the classes has lowered the standard of teaching.

The question of employment is also agitating the minds of the students. There are certain educational institutions where tuition fee is beyond the means of the students belonging to the low-income group. Of course, the problems have been solved by the present Government, but the shortage of textbook still continues. It is the responsibility of the National Book Foundation to publish imported books within the country and make them available to students on subsidized prices. Particularly scientific and technical books need to be printed in bulk number.

85. SLAHUDDIN, Ghazi. Here Come the First Divisioners ! --- Dawn (Karachi) December 24, 1972.

The problem for the students who pass their intermediate examination

in the first division is that all of them do not get admission to medical colleges bedause of the limited number of seats in these colleges. This situation creates a sense of frustration in the students who have worked hard through the year.

This is mainly due to the ever increasing number of first divisioners coming out every year from the colleges. However, this should not prove an end to the ambitions of the really bright students. There are many other ways open to them for serving themselves and their country.

86. SULTANA, Surriya. Hamara Farsooda Nizaam-e-Ta'aleem (Our Out of Date Educational System) --- Akhbaar-e-Khwateen (Karachi) March 17-23, 1973 (U).

Education is a means to the growth of ones skill and knowledge and the fulfilment of national aspirations. But with us the object of education seems to be to acquire knowledge purely for economic reasons. It is because of this misunderstanding of the object of education that unemployment, frustration, dissatisfaction with the present conditions and uncertainty of the future have become so common in our society. There is no denying the fact that girls, particularly in cities, have shown tremendous interest in different fields of education. But they have no avenues of employment open to them after completing their education. It is estimated that only ten per cent of the educated girls benefit from education in their practical life.

87. Who Is Harming Education --- Morning News (Karachi) January 11, 1973.

The observations in the article have been made by competent teachers and parents. A college principal says that parents must realize that education means much more than mere schooling. It is their duty to insure that their children develop normal balanced personalities. A teacher points out that parent-teacher contact, so important for better education, is possible only if the school is near. Another teacher remarks that the overloading of curricula of studies has ruined the life of many a bright boy of poor parents.

One father observes that school age is no age for specialization in all subjects. Another asks, why the teachers are unequal to the task of properly educating the children.

SPECIAL SECTION - NEW EDUCATION POLICY

88. ALVI, Shameem. Nazariyae Pakistan Aur Ta'aleemi Policy (Pakistan Ideology and Education Policy) --- Kitab (Lahore) VI, VII (12,1): 95-96. September, October, 1972 (U).

Pakistan came into being in the name of Islam, and so it is an ideological state. This ideology can be safeguarded only through an appropriate system of education. After the establishment of Pakistan we needed an educational system that could provide an ideaological base for our students. Unfortunately, we failed to provide such a system, with the result that the new generation never came to know why Pakistan was created. This ignorance naturally resulted in the break-up of the country.

The new education policy is a welcome step inasmuch as it is based on the ideological concept of Pakistan.

The new education policy has been analyzed to show that it will serve the cause of Pakistan ideology. Some suggestions have also been put forward to make the education system truely Islamic.

89. ATALEEQ, Ibn. Nai Ta'aleemi Policy (New Education Policy) --- Imroz (Lahore) January 6, 1973 (U).

While nationalizing educational institutions, the Government of the Punjab has nationalized all the schools and colleges that were administered by different welfare organizations, but it has left untouched the institutions that keep their doors shut on the children belonging to the poor and middle classes. For instance, two schools at Shikhopura that are run on commercial basis, have not been nationalized. The matter does not end here. The Government have announced that in the first phase education will be made free upto Middle class. But in all the 114 educational institutions that have not been nationalized, ten per cent of the students will have to pay the full tuition fee and another ten per cent, half tuition fee. This means that only fifteen per cent of the students will benefit from the concession.

90. AZIZULLAH. Awami Hukoomat Ki Nai Ta'aleemi Policy (New Education Policy of People's Government) --- Nawai Waqt (Lahore) January 5, 1973 (U).

The present Government has introduced many reforms including the

education reform. This has changed the defective policy of the past regimes. But the dictatorial methods of some bureaucrats have done much harm to the cause of education. Some posts of the Instructors were advertized by the Technical Education Board, and about four hundred candidates were called for interview. All the candidates were happy that selection would be made on merit. But disappointment came when a clerk posted a notice on the Notice Board saying that the selection board was disbanded under the new education policy and that no interview would be held. This abrupt notice came as a shock to all who had come for the interview.

91. FARID, A.M. Nai Ta'aleemi Policy (New Education Policy) --- Jang (Karachi) December 31, 1972 (U).

Some features of the new educational policy have caused much anxiety to students as well as teachers. Some of the problems being faced by the teachers are as follows: 1) Neither the salaries of the teachers have been fixed nor any clarification has been made about their Provident Fund. 2) New teachers have not been appointed in place of those who have been working in double shift. This has created difficulties for the students. 3) No decision has been taken about the salaries of the teachers working in the Commerce department. 4) No clearcut policy has been announced about the service conditions of the teachers. 5) A number of posts are lying vacant in most of the colleges. 6) The dues of the teachers have not been paid and they might lose heart and interest in their work. These problems need to be solved as soon as possible.

92. JAFRI, Syed Qais[illegible] Masood. Nai Ta'aleemi Policy (New Education Policy) --- Masawaat (Lahore) March 16, 1973 (U).

The new educational policy announced by the present Government can rightly be described as far reaching. It has given a new impetus to both the teachers and the students. Parents have also been benefited because now their children will receive free education upto class VIII. Centers are also being opened for the sale of texbooks on reduced prices. Arrangements have been made to impart education to the illiterate adults interested in receiving education.

Adult literacy campaign is in full swing. Teachers are now well paid. Their salaries have been revised and better service conditions have been announced. Almost all the demands made by the student community have been met. Their tuition fee has been reduced, and better facilities have been promised to them. All the posts of lecturers have been upgraded to Class I. In brief, the new educational policy has solved almost all the problems that were agitating the minds of the teachers, the students, and the parents.

93. KHAN, N.D. Nai Ta'aleemi Policy Aur Nakhuandgi (New Education Policy and Illiteracy) --- Mashriq (Karachi) October 8, 1972 (U).

The new educational policy is a revolutionary step that would safeguard the future of the nation. The educational reforms announced on the March 15, 1972 are aimed at wiping out illiteracy with full vigour and determination.

Illiteracy in our country has become a formidable problem. Even after twenty-five years of independence, we have not been able to raise the percentage of literacy in the country. Condition in rural areas remain deplorable, because no attention has been paid to educate the people and no program of adult literacy has been launched. The present government has now given serious thought to this important issue. Extensive efforts are being made to make the best of the opportunity and start a countrywide adult literacy program. The **educated** people of the country should now play a fitting role in combating illiteracy.

94. KHAN, Safdar Ali. Nai Ta'aleemi Policy (New Education Policy) --- Mashriq (Karachi) January 9, 1973 (U).

The new educational policy introduced by the present Government is a revolutionary step. Students have generally welcomed this policy as most promising. The new policy lays much emphasis on removing illiteracy from the country. As a matter of fact, it is not the responsibility of the Government alone to remove illiteracy. Every citizen should try to make the literacy campaign a success.

It is generally felt that unless concerted efforts are made both by the students and the teachers, the new policy will fail to achieve its objects. In order to make the adult literacy program more effective, the Government should produce films that can arouse interests in the illiterates for reading and writing. Literature on adult literacy should also be produced in bulk and distributed to those who have started acquiring education. It is also suggested that in view of the importance of science and technology, more scientific and technological institutions should be opened.

95. LODHI, Farkhanda. Ta'aleemi Policy Aur Library (Educational Policy and Libraries) --- Kitab (Lahore) VI,VII(12,1):87-90. September, October, 1972 (U).

Book is the third basic requirement of man. It is both the instrument and end-product of his mental development, which differentiates him from other animals. Mental development is achieved through education.

Thus it is the birth right of every man. The new education policy has recognized this basic right and offered some useful programs like open university program, adult education program, and the scheme of 50,000 libraries throughout the country.

The development of libraries, a paramount need of educational development, remained a neglected field through out our history. Only lip service was paid, but no concrete steps were taken so far. The scheme of 50,000 librariesis is a mammoth scheme and requires a separate administrative machinery as well as lot of planning and finances. Serious efforts are required to implement this scheme.

Some mention is also made of the proposed institutions of book banks and National Book Foundation which are the important features of this scheme of 50,000 libraries.

96. MALIK, Fateh Mohammed. Nai Ta'aleemi Policy (New Education Policy) --- Imroz (Lahore) October 7, 1972 (U).

The aim of the new educational policy is to educate the maximum number of citizens in the minimum time. In order to make the program of adult literacy successful, the government should also open centers of adult literacy throughout the length and breath of the country. Priority should be given to the rural areas where majority of population lives and where illiteracy is maximum. Schools and Madrasahs should be opened in smaller habitations.

Practical action should follow all schemes of reforms and a new system of education should be introduced. One of the defects of the present system is that the education imparted in our schools has little use in our practical life. The result is that the number of educated unemployed is multiplying every year. Though the new educational policy aims at eradicating this defect, it is feared that if practical steps are not taken, education will remain aimless and meaningless.

97. MIRZA, Mahmood. Ta'aleemi Policy - Kitabi Masail (Educational Policy - Problems of Books) --- Kitab (Lahore) VI, VII (12,1): 93. September, October, 1972 (U).

The New Education Policy has been announced in March 1972. This policy will bring revolutionary changes in the educational setup of the country. Books play an important role in the field of education. Many of the educational problems can be solved by

solving the problem of the availability of good books at moderate prices. Some of the problems in this connection are mentioned.

In the past, little attention was paid to the development of books. All of us know that there is great dearth of reading material at every level of education. It is incumbent for the government to patronize the book industry. The government should adopt the Unesco sponsored charter of the book and should based its book policy on this charter. A book development council for book production and distribution is suggested. This council will solve many of the problems faced by book industry. It is also suggested that the government should enhance the budget allocations for their project of 50,000 libraries.

98. QUTUB, Memuna. Ta'aleemi Inqilaab (Education Revolution) --- In: Qaumi Ta'aleem, 72-73. Karachi, Government College of Education. 1972 (U).

The revolution of 1971 brought in its wake great changes in all spheres of life, including education. Education received the greatest attention. The changes brought about in the educational setup are drastic, and in a few years they will entirely change the whole setup of education.

It is common knowledge that past governments paid only lip service to the cause of education. This neglect made a mess of our education system. After a thorough survey of the defects in our educational setup the new Government has introduced far-reaching reforms in every branch of education. It has not only made primary education free and compulsory, but also nationalized all private educational institutions in order to implement its policies. There is a brief mention of the various reforms proposed in the educational setup.

99. SAEED, Ahmed. New Education Policy and Cultural Revolution --- Pakistan Times (Lahore) December 3, 1972.

The new educational policy is meant to create dynamic awareness in the student as a member of the society. No amount of technical education and the resulting technological advancement can replace meaningful education designed to bring about cultural revolution, on which the new policy lays so much stress. The new education policy will not work wonders overnight; it has just set the wheel turning. Its aim is cultural revolution.

Library facilities are a major feature of the new dispensation. Apart from making low-priced standard textbooks available to the students, funds would be made available to every educational library for the acquisition of the latest works in any field of study. The worst feature of the present system of education is the fossilized examination system which lays emphasis on memory work and selective reading. The new system lays stress on creative teaching and study rather than memorizing. The policy calls upon the educational institutions to make full use of tutorial groups, which shall henceforth be called cultural groups.

100. SIDDIQI, Marghoob, Ta'aleemi Islahaat (Education Reforms) --- Imroz (Lahore) October 11, 1972 (U).

Educational reforms that the present government has introduced are a step toward progress. The main purpose of the reforms is to lighten the burden of tuition fees on the students and to improve the service conditions of the teachers. Two arguments have so far been advanced in favor of the nationalization of schools and colleges: 1) The standard of education will improve: and 2) students will be provided financial and other facilities and the service conditions and salary of the teachers will be brought at par with those of the other government servants. These arguments can, at best, be regarded as superficial, because at the moment education seems to have no aim or object. So, it would serve no useful purpose if education remains aimless even though teachers become prosperous and students get the facilities. The aim of education is to build the character of students and make them practical in life, so that they would not become a burden on society in future. This can be achieved only through the concerted efforts of the government, the teachers, and the students.

101. TAHIRA, Anis. Training College Aur Ta'aleemi Islahaat (Training College and Education Reforms) --- Jang (Karachi) January 25, 1973 (U).

Teachers in the training college do not bother to pay attention to their students who themselves are teachers and have come there for getting trained in the art of teaching. Moreover, the principles on which this training is based have nothing to do with 'practical education,' These teachers try to teach their students through charts which essentially teach nothing. They also expect their students to prepare the charts themselves. This practice drives the students to seek the help of some artists.

It is said that correct guidance helps create self-confidence among students under training. But when teachers themselves lack self-confidence, the result can be imagined. Unless, therefore, the present system is completely changed, it is useless to expect better results.

102. TAHIR, Mohammed. Nai Ta'aleemi Policy Ko Nakaam Benaney Ki Koshish (Attempts to Make the New Education Policy a Failure) --- Mashriq (Karachi) March 13, 1973 (U).

Teachers of nationalized institutions were the worst sufferers before the nationalization of private colleges. The respective managements had absolute authority to appoint and dismiss teachers. Payment of salaries was not regular. The scales of pay in the Government and private colleges were not equal. The Government was thus forced to nationalize all private colleges from September 1, 1972. But even after nationalization, many irregularities still exist.

Two different formulas have since been introduced for nationalized colleges. One originated from Hyderabad and the other from Karachi. If these formulas are implemented, all the teachers will be deprived of two annual increments. It seems that certain elements are trying to sabotage the new policy. The Government should, therefore, guard against the activities of such elements.

103. TOOR, Ali Sher. Ta'aleemi Policy Aur Asateza (Education Policy and Teachers) --- Musawaat (Lahore) March 31, 1973 (U).

The teachers belonging to private schools and colleges have certainly received financial benefits and other concessions because of nationalization. Financially, their condition was pitiable when they were the private employees of their respective managements. Their service conditions were also hard. Now they have been brought at par with the employees who are working in the Government schools and colleges.

It is also a matter of satisfaction that the promotion of a student to a higher class will now depend upon the evaluation by the teachers. Under the new policy, the teachers have been made the sole judge of the merit of the students from Class I to Class IX. It is now up to the teachers to make the policy successful. There is no justification for criticizing the policy for the sake of criticism. Let the policy work for some time and see if it leads to any revolutionary changes in the educational setup.

104. ZAIDI, Ali Nasir. Nai Ta'aleemi Policy — Aik Lamhae Fikriya (New Education Policy - A Moment to Ponder) --- Kitab (Lahore) VI, VIII (12,1): 83-84. September, October, 1972 (U).

Education is necessary for all, and its importance cannot be overemphasized. The most important point in the new education policy is the one that lays emphasis on the dignity of labor. Education that fails to create dignity of labor is not of much use. The new education policy is commendable because it specifically lays stress on this point. The white-collar-job mentality is discouraged in the policy.

The various defects of the present education system are pointed out, and it is suggested that under new education policy efforts should be made to create a useful setup for purposeful and productive education. While dealing briefly at the end with the role of Textbook Boards, it is pointed out that these boards are producing very useful reading material for the students in contrast to the situation when the publication of textbooks was in the hands of private publishers.

105. ZUBERI, Zafar Umar. Ta'aleemi Policy (Education Policy) --- Jang (Karachi) January 20, 1973 (U).

A purposeful system of education is needed for a prosperous and progressive Pakistan. We have to make arrangements to educate our students on proper lines in the fields of science, commerce, arts and technology. The new education policy, of course, has this objective before it, but what is needed now is to arouse in our students the spirit to work hard and to fully devote their time to their studies. Although with the nationalization of private institutions, we have got rid of the so-called educationists, we are faced with the shortage of qualified teachers. In order to cope with the situation, new teachers should be appointed immediately. Further delay will only create frustration among the students.

WRITERS' INDEX

ADIB, Mazhar Ali, 22,38

AHMED, Maqbool, 23

AHMED, Nawaz, 10

AHMED, Rafique, 1

AHMED, Saeed, 24

AJMAL, Mohammed, 5

AKBAR, Mohammed, 11

ALI (Mrs.) Zia, 30

ALVI, Abdul Hai, 12

ALVI, Shamim, 41

ASAD, Syed, 30

ASHFAQ, M., 31

ATALEEQ, Ibn, 41

AZIZULLAH, 41

BALOCH, Ghulam Rasool, 31

BOKHARI, Khalid Hasan, 24

BRELVI, Syed Altaf Ali, 38

CHEEMA, Chaudhury Allaadad, 26

CHOUDHURY, Nazir Ahmed, 12

FARID, A.M., 42

FAROOQI, Ibadullah, 4, 22

FERNANDES, Lenny, 31

HAIDER, Masood, 1, 16

HASNAIN, Mustafa, 1

HUDA, Amirul, 26

IFTEKHAR, Mohammed, 27

ISMAIL, Mohammed, 32

JAFRI, Syed Qaiser Masood, 42

JAMALUDDIN, J., 7

JOSHI, Shayam Das, 32

KALIM, M.Siddiq, 2,5,8,10, 13, 14, 17, 37

KHALID, Mohammed Idris, 37

KHAN, Fazal Muqeem, 7,8,14,15, 16, 21

KHAN, Naseer Ahmed, 17

KHAN, N.D., 43

KHAN, Safdar Ali, 43

KHAN, Sardar Mohiuddin, 39
KHAN, Sultan Ahmed, 29
KHANZADEH, Kafeel Ahmed, 3
KHURSHEED, Abdus Salam, 9,33

LODHI, Farkhunda, 22,43

MAHMOOD, Zahid, 18
MAJEED, Raja Abdul, 27
MALIK, Fateh Mohammed, 44
MALIK, Muzaffar Hasan, 11
MASOOD, Mohammed, 19
MIRZA, Mahmood, 44
MUGHNI, Rehana, 2

NAWAZ, Chaudhury Mohammed, 25
NIAZI, G.Y.K., 19

PERVEZ, M.Zakauddin, 19

QADRI, G.A., 20
QAYYUM, Abdul, 36
QAZI, Syed Shabbir Ali, 39
QURESHI, Anwar, Iqbal, 25
QUTB, Memuna, 45

RAHMAN, Abdur, 37
RAHMAN, Anisur, 34
RAHMAN, Fazlur, 23
RAHMAN, Qazi Abdur, 3
RAUF, Abdur, 4,13
RAZIUDDIN, 28

SABRI, Mashkoor, 36
SAEED, Ahmed, 45
SALAHUDDIN, Ghazi, 39
SHAH, Syed Enayatullah, 34
SIDDIQI, Marghoob, 46
SIDDIQI, Shaukat, 9
SIDDIQI, Yaseen, 6
SOOMRO, M.Usman, 35
SULTAN, Surriya, 40

TAHIRA, Anis, 46
TAHIR, Mohammed, 47
TAMANNAI, (Mrs.) Safia, 14
TOOR, Ali Sher, 47

WAZIR, Syed Mohammed, 35

ZUBERI, Zafar Umar, 48